2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mr. Mark Kohlmann
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pleasant Hill Elementary School
(As it should appear in the official records)

School Mailing Address 1 North 220 Pleasant Hill Road,
(If address is P.O. Box, also include street address)

Winfield IL 60190-2387
City State Zip Code+4 (9 digits total)

County DuPage State School Code Number* 19-022-2000-26-2010

Telephone (630) 682-2100 Fax (630) 682- 2366

Website/URL cusd200.org E-mail mkohlman@cusd200.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent* Dr. Gary T. Catalani
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Unit School District 200 Tel. (630) 682-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Andrew Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

13	Elementary schools
4	Middle schools
	Junior high schools
2	High schools
1	Other
20	TOTAL

2. District Per Pupil Expenditure: $5,556

   Average State Per Pupil Expenditure: $5,216

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	39	53	**92**	**8**			
1	51	50	**101**	**9**			
2	39	48	**87**	**10**			
3	65	48	**113**	**11**			
4	53	44	**97**	**12**			
5	54	55	**109**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**599**

6. Racial/ethnic composition of the students in the school:

85 % White
8 % Black or African American
4 % Hispanic or Latino
3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	11
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	599
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 3 %
21 Total Number Limited English Proficient

Number of languages represented: 10
Specify languages: Bosnian, Greek, Marathi, Mandarin/Chinese, Polish, Russian, Somali, Spanish, Tamil, Tigrinya

9. Students eligible for free/reduced-priced meals: 10 % *

Total number students who qualify: 53

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

* Kindergarten students do not participate in the federally supported free/reduced lunch program; therefore, the total number of students enrolled—599, was reduced by 92, the number of students enrolled in kindergarten. The number of students that qualify—53, was divided by the adjusted number of students enrolled—507, resulting in the estimate of 10% of students from low-income families enrolled in this school.

10. Students receiving special education services: 16 %
97 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

8 Autism	3 Orthopedic Impairment
Deafness	4 Other Health Impaired
Deaf-Blindness	43 Specific Learning Disability
4 Emotional Disturbance	33 Speech or Language Impairment
2 Hearing Impairment	Traumatic Brain Injury
Mental Retardation	Visual Impairment Including Blindness
Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	25	
Special resource teachers/specialists	12	2
Paraprofessionals	16	3
Support staff		
Total number	55	5

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	97%	96%	96%	97%	97%
Teacher turnover rate	11%	3%	5%	12%	12%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Pleasant Hill School is one of thirteen elementary schools in a large public unit school district with over 14,000 students in kindergarten through high school (K – 12). The school is located approximately thirty miles west of Chicago in the suburban Village of Winfield, one of several communities all or partially encompassed by Wheaton Warrenville School District 200.

With over 600 students, Pleasant Hill is the largest elementary school in School District 200. All of the elementary schools, however, are fortunate that the Board of Education and our communities are committed to low class sizes and the positive impact this can have on student learning. Because of this commitment, Pleasant Hill has four to five classrooms at each grade level (K-5) with an average of only 23 students per class. To complement an excellent group of classroom teachers, Pleasant Hill has a number of other professionals helping ensure student success. A full-time Reading Specialist is available not only to assess and identify at-risk students but also provides service for identified students in small groups, collaborates with classroom teachers, and trains instructional aides to work with students in the intervention program. A full-time Gifted Specialist assists classroom teachers with differentiating materials and teaches intermediate gifted students in a reading and math replacement program. A full-time LLC Director oversees the operation of our very busy library and, in addition to her regular contact with students, works collaboratively with our classroom teachers to use the resources and materials available in the library and computer labs to enhance student learning. An entire special education team works with identified students in small group settings and supports these students in the regular education classroom. In addition to the core academic subjects taught at Pleasant Hill, all students attend daily physical education classes and weekly art and music classes taught by specialists.

With the support of the school district, parents can enroll their children in a before and after school program at Pleasant Hill and students have the opportunity to take advantage of our hot lunch program. Students are also able to participate in a number of extra-curricular activities, including a Recess Football League, Mile Club, Spanish Club, Computer Club, and an outstanding Drama Club. Participation in band, orchestra, and chorus are also options for students in the intermediate grades.

Parents and community members are a regular sight at Pleasant Hill and can be seen volunteering in our classrooms, library, and helping with programs and activities such as our Sunshine Reading Intervention program in the primary grades. Pleasant Hill has an extremely active PTA that helps provide support for many enrichment activities including field trips, school and grade level cultural arts programs, and Explore More Day. Junior Great Books, Hands on Science, and Battle of the Books are lunch-time and after-school enrichment programs that our PTA also sponsors.

Motivated students, active parents, a dedicated staff, and a supportive community work collaboratively to fulfill the school's mission:

We, the Pleasant Hill Community, strive together to create a climate conducive to learning with unconditional acceptance and recognition of all individuals and their special strengths and needs. We seek a climate where trust, pride and humor are appreciated and where students, staff, and parents work together to achieve these ideals. We are dedicated to the principle that we are lifetime learners. We view learning as encompassing not only what is learned but also how it is learned. We celebrate the resulting discovery and growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The students at Pleasant Hill participate in a standardized testing program mandated and developed by the State of Illinois. The Illinois Standards Achievement Test (ISAT) is given to all third and fifth grade students in reading and math and fourth grade students in science. In 2006, reading and math will be added to the fourth grade assessments. The ISAT was created to measure how well students are progressing in mastering the Illinois Learning Standards.

Student results are reported using four performance level descriptions that help explain the quality of knowledge and skills the students have achieved. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. **Performance Exceeds Standards:** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results. **Performance Meets Standards:** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. **Performance Is Below Standards:** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. **Performance Merits Academic Warning:** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. Additional information about the Illinois Standards Achievement Test (ISAT) may be found on the Illinois State Board of Education web site at www.isbe.net/assessment.

On the 2005 ISAT Reading test, 86% of Pleasant Hill third grade students and 90% of the fifth grade students scored in the meets/exceeds level. Third grade scores increased 7% and fifth grade scores increased 1% over 2004 results. On the 2005 ISAT Math test, 97% of Pleasant Hill third grade students and 96% of the fifth grade students scored in the meets/exceeds level. Third grade scores increased 1% and fifth grade scores increased 3% over 2004 results.

While Pleasant Hill did not have enough students to qualify for No Child Left Behind (NCLB) subgroups other than in the category of White, Non-Hispanic, scores were received for third grade students in the categories of Economically Disadvantaged Students and Students with Disabilities. In 2005 a significant increase of students in these subgroups performed at the meets/exceeds level in both reading and math when compared to previous years. Seventy percent of the Economically Disadvantaged students in third grade scored in the meets/exceeds level in reading and 100% of those students scored in the meets/exceeds level in math. Of the Students with Disabilities, 71% of the third grade students scored in the meets/exceeds level in reading and 88% of the third grade students scored in the meets/exceeds level in math.

Pleasant Hill's strategy for continued student achievement success is to use data analysis as the basis for determining appropriate instructional interventions and improvement activities in reading and math. The activities and interventions used are designed to increase the effectiveness of instruction within the learning community and target student growth.

2. Using Assessment Results

At Pleasant Hill, our students continue to be successful on the reading and math components of the ISAT. A considerable amount of time is spent by our School Improvement Team analyzing our school data to plan interventions, strategies, and professional development. The building Principal, Assistant

Principal, Curriculum Leader, Reading Specialist, and a representative from each grade level kindergarten through fifth make up our School Improvement Team. In addition to ISAT data, many other assessments are used and analyzed by the team and classroom teachers. One example of this would be the use of local assessments given to students in all grade levels. These assessments, developed by our school district, are aligned with the critical content of our district's curriculum and provide us with another measure of student learning.

The data received from ISAT and the district local assessments is put into Excel worksheets and analyzed. We use the information to help answer these questions: *Are students mastering the critical content? What areas of the essential learning may need attention? What training or materials are needed to assure that all students can master the curriculum across District 200?* In addition to addressing these essential questions, individual students that are on the borderline of performance levels are carefully looked at. Intervention strategies are discussed and implemented to help those students. The School Improvement Team also looks for any trends, gaps, or areas the school can improve in to help student success. This data and analysis, along with intervention strategies to address areas of concern, is what drives the agendas for school in-services, meetings, and other school improvement professional development.

3. Communicating Assessment Results

We communicate the results of our assessments in a variety of ways. For communicating the results of ISAT assessments, parents receive individual student reports. On the student report, parents will find information about their student's achievement in the subjects tested. Achievement information is also shown for the school, District 200, and the State of Illinois. To help better understand the information contained on the report, parents also receive a letter from the Principal and a Parent/Guardian guide to the Illinois Standards Achievement Test. *Understanding Your Child's ISAT Scores,* a guide written by the Illinois State Board of Education, provides a detailed explanation for interpreting the information in the ISAT student report.

Another way we communicate information about student performance is through our PTA meetings. The principal uses this time during monthly meetings to share with the PTA the successes of Pleasant Hill. The minutes from these meetings are printed in the school newsletter. Parents and community members can find out about special events at Pleasant Hill at the school website http://pleasanthill.cusd200.org and access the district website www.cusd200.org to get district information including State Report Cards of not only Pleasant Hill, but the other schools in the district. Student achievement is also reported at public School Board meetings and in local newspapers.

The final way that Pleasant Hill communicates student progress is through our School Improvement Plan. The plan is available to community members through the district and school offices. The Pleasant Hill Staff uses data analysis as the basis for determining appropriate instructional interventions and strategies in the areas of reading and math for the School Improvement Plan. With the assessments and analysis of the data, students with reading and math concerns are identified and given appropriate support (i.e. fluency lab, reading support group, special services, etc.). The staff continues to articulate, apply, and assess reading and math activities used in classroom lessons. Building level professional development needs for staff are based on analysis of assessment data to best meet the needs of Pleasant Hill students. Building in-service days, staff meetings, and team meetings are devoted to working with teachers on reading and math strategies in identified areas.

4. Sharing Success

One of the ways that Pleasant Hill School shares its successes with other schools is through our Peer Review Process. This is a system where School Improvement Teams in the district are put in groups to go over their School Improvement Plans. The teams are able to share what is going well with the school and address how specific plans are implemented to achieve student success.

There are many opportunities for the teachers to learn from the experts in our own buildings. Pleasant Hill teachers have lead round table discussions and presented in the District 200 after school professional development classes. These teachers have also presented to the rest of the district staff during in-service days. Several times a month the district administrators gather to meet as a K-12 or K-5 group and have the opportunity to share what is going well within their own buildings. Information from these meetings is then brought back to the individual buildings and shared with the staff. Again, we look at the experts within our own district.

Another major way that Pleasant Hill shares its successes is through the use of our Curriculum Leaders. Every elementary building in the district has a teacher who is released in the afternoons as a curriculum intern. Under the supervision of the Assistant Superintendent for Educational Services, one of the Curriculum Leader's many roles is to share with other Curriculum Leaders the activities that are implemented in each building that have a positive impact on student learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Language Arts

Students will learn to read and comprehend a broad range of literature representative of various cultures and eras, for the purpose of developing as a reader and seeking enjoyment. Students will also learn to use word recognition, vocabulary, and knowledge of the printed word to read with understanding and fluency. Students will demonstrate the correct use of standard English in written pieces. Students will express thoughts and ideas in written form to communicate for a variety of purposes. Students will listen, interact with others, and respond appropriately in a variety of situations. Students will also express ideas in a thoughtful, organized manner when speaking. Students will use the language arts to gain, access, and communicate information.

Mathematics

Students will be able to demonstrate and apply an understanding of numbers and their operations. Students will be able to estimate, make, and use measurements and determine acceptable levels of accuracy. Students will be able to use algebraic and analytical methods to identify and describe patterns and relationships. Students will use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space. Students will select, organize, and analyze data using statistical methods and determine the probability of results.

Science

Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will understand the functional concepts, principles, and interconnections of the life, physical, and earth/space science. Students will understand the relationships among science, technology, and society in historical and contemporary contexts.

Social Science
Students will understand, analyze, and compare the political systems of the United States and other nations. Students will understand, analyze, and compare economic structures of the United States and other nations. Students will recall, understand, and analyze significant events, trends, personalities, and movements in history as these shape United States and world cultures. Students will demonstrate a knowledge of world geography, and an understanding of its effects on United States and the world community. Students will understand, analyze, and compare social systems with an emphasis on the United States. Students will use reading and writing strategies to comprehend expository materials. Students will access, use, and evaluate information from a variety of sources.

Handwriting
Students should be able to communicate ideas with automaticity in legible written form.

Physical Education
Students will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. Students will achieve and maintain a health enhancing level of physical fitness based upon continual self-assessment. Students will develop team-building skills by working with others through physical activity. Students will know the language of the arts. Students, through creativity and performance will understand how the works of art are produced. Students will understand the role of the arts in civilization, past and present.

Art
Students will know the language of the arts related to the elements and principles of design. Through creating, producing, and performing, students will understand how works of art are produced. Students will understand the role of the arts in civilizations, past and present.

Music
Students will know the language of the arts. Students will understand how works of art are produced through creating and performing. Students will understand the role of the arts in civilizations, past and present.

2. Reading

At Pleasant Hill, the reading curriculum is balanced. In the early grades, one area of our reading instruction consists of explicitly taught phonics. The Jolly Phonics program is used in our kindergarten and first grade classrooms and we feel that it addresses the early literacy sequence of skills our children need to develop into lifelong readers. Michael Heggerty's Phonemic Awareness curriculum is also used for kindergarten and first grade. A strong phonemic awareness program is incorporated in our early reading curriculum due to the overwhelming research that supports the role of phonemic awareness as a predictor of how well children will learn to read. To encourage children to transfer their skills to text, students spend up to thirty minutes daily reading an instructional level book and confer with their classroom teacher at least once a week. Pleasant Hill teachers have incorporated this leveled reading as a result of the research that supports children who read at an instructional level consistently make the greatest gains in reading.

As children progress through the reading curriculum, the focus turns to comprehension, vocabulary and fluency. Pleasant Hill's vocabulary framework includes four principles taken from the book What Research Has to Say about Reading Instruction (Farstrup and Samuels, 3rd ed. 2002). These principles include exposing children to vocabulary through a wide array of text, teaching individual words, teaching strategies such as using context and prefix/suffixes to determine meaning, and fostering word consciousness. Our comprehension framework was developed using Keene and Zimmerman's

research focusing on what comprehension behaviors good readers use to understand text. The information in the book, Mosaic of Thought (Keene and Zimmermann, 1997), was presented at an professional development in-service and all grade levels (K-5) now focus on several reading comprehension strategies (visualizing, summarizing, questioning, inferring, connecting, and synthesizing) using our reading anthology and trade books.

3. Mathematics, Science, Art, Etc.

Our district has recently adopted a new math curriculum using Houghton Mifflin and Children's Math World. Within this adoption, we have rewritten our math critical content to align with the National Council of Teachers of Mathematics and with the Principles and Standards for School Mathematics. Our curriculum materials and critical content follow standards-based mathematics. We ask the essential questions of: *What do we want children to know about mathematics and what should they be able to do? How do we determine when students know the mathematics we want them to know? What mathematics do we want teachers to know and be able to do?* When Pleasant Hill teachers plan lessons, they use the seven standards for school mathematics: Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, and Reasoning and Proof.

To assist teachers in implementing this new curriculum, professional development in math has been a major focus of the district and building for the past two years. During the district directed in-service days, teachers met with their grade level colleagues across the district to enhance their knowledge and discuss topics such as understanding how to communicate in math, making connections in math, and representation or understanding of the concepts. The Curriculum Leader provides updated information to the staff relative to ISAT changes and information regarding research-based practices for teaching and learning math. This information also is used by the School Improvement Team to assist in planning our building level professional development.

With the implementation of the new math program, the district provided classroom teachers with all of the appropriate math materials in order to maximize student success. These materials are checked frequently and replaced as needed. The PTA and building principal also provide the teachers funds to purchase math manipulatives.

As a part of this math emphasis, at Pleasant Hill we study not only what is learned, but how it is learned. All this focus on math has helped us to ensure student success and achieve our goal of helping students become life-long learners.

4. Instructional Methods

Pleasant Hill teachers use a variety of different instructional methods to improve student learning. Knowing that all students do not learn in the same way, teachers employ many strategies to ensure student success. In the past couple of years, differentiation has been a focus of the district and Pleasant Hill. Many of the professional development opportunities have included ways to reach all our students. One way we meet the academic needs of all students at Pleasant Hill is through the use of centers. Centers can be seen in all grade levels in various subject areas. For example, you can walk into a fourth grade classroom during their Language Arts time and witness a group reading a short story at their level, a group working on a written response to what they have read, and a group reading with the teacher. After an allotted amount of time, the groups will switch activities, again at their own level. Pleasant Hill teachers also incorporate the Four Blocks Method when it comes to Language Arts. This includes Reader's Workshop, Guided Reading, Word Study, and Writer's Workshop. Within this block of time, students can be seen working in cooperative groups, peer editing, and working independently as well as working as a whole class. Walking through Pleasant Hill

classrooms, you might also see older students working with younger students as reading or math buddies. Buddy classes meet weekly to help each other with projects, reading, or learning games. Throughout the day, students can also be seen leaving the classroom to work with various specialists. Within these small group settings, the specialists use similar instructional methods to not only help address the students' individual needs, but also to help students use the skills developed in these sessions back in the regular education classroom. All of these programs and instructional methods contribute to improving student learning at Pleasant Hill.

5. Professional Development:

Educators at all levels must be continuously learning. They have to constantly analyze how well they are doing what they do, make adjustments if needed, and explore new ways to achieve their goals. Every time a lesson is taught, a journal is read, a curriculum is reviewed, or an assessment is given, the educator is growing professionally.

Currently, District 200 has one full day at the beginning of the year, four half days, and a county–wide Institute day dedicated to professional development. The first day and two of the half days are planned by the Department of Educational Services. In the past two years, these days have been devoted to training the teachers in the newly adopted math curriculum and how to use differentiation in the classroom. The other two half days are left to the individual buildings to plan. At Pleasant Hill, the School Improvement Team plans these days based on trainings that are needed at the school level and concerns noticed after analyzing assessment results. Administrators, teachers, and teacher assistants all participate and are involved in these professional development activities.

Pleasant Hill also receives a professional development budget each year. One way we have used these funds in the past is by hiring substitutes to give the teachers release time to work together. For example, after analyzing ISAT data, it was noticed that Vocabulary and Word Analysis was an area that could use some strengthening. Each grade level was given a half day to meet with the grade level above and the grade level below to look at what each other does in those areas. The Illinois State Standards, District 200 curriculum, and State Assessment Frameworks were looked at to see if all areas were being addressed or if there were any gaps. The teachers then created a "map" of the school year to make sure that all identified areas were addressed. Teachers also participated in a book study this year as another example of professional development at the building level. Each grade level/team was assigned a chapter from the book Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001) to read and present the information from that section of the book at a staff meeting. As part of a culminating activity during a half day in-service, the teachers shared how these strategies are incorporated in their daily lessons.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Illinois Standards Achievement Test

Testing Month	2004-05	2003-04	2002-03	2001-02	2000-01
School Scores					
% At or Above Meets State Standards*	86	79	84	84	83
% At or Above Exceeds State Standards*	39	37	36	32	28
Number of students tested	97	112	113	128	127
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	1
Percent of students alternatively assessed	2	2	0	0	1
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards*	70	42	--	--	--
% At or Above Exceeds State Standards*	20	8	--	--	--
Number of students tested	10	12	--	--	--
2. IEP					
% At or Above Meets State Standards*	71	55	50	36	67
% At or Above Exceeds State Standards*	29	15	14	7	7
Number of students tested	17	20	14	14	15
3. White Non Hispanic					
% At or Above Meets State Standards*	87	82	91	88	85
% At or Above Exceeds State Standards*	42	40	39	35	31
Number of students tested	78	98	93	113	108
4. Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--
5. Black Non Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- insufficient count to qualify as a subgroup that year

STATE CRITERION-REFERENCED TESTS

Subject__Mathematics____ Grade___3___ Test _Illinois Standards Achievement Test

Testing Month	2004-05	2003-04	2002-03	2001-02	2000-01
School Scores					
% At or Above Meets State Standards*	97	96	90	94	92
% At or Above Exceeds State Standards*	58	49	56	54	41
Number of students tested	97	112	113	129	127
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	1
Percent of students alternatively assessed	2	2	0	0	1
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards*	100	75	--	--	--
% At or Above Exceeds State Standards*	10	8	--	--	--
Number of students tested	10	12	--	--	--
2. IEP					
% At or Above Meets State Standards*	88	80	50	66	73
% At or Above Exceeds State Standards*	47	30	43	13	13
Number of students tested	17	20	14	15	15
3. White Non Hispanic					
% At or Above Meets State Standards*	98	98	97	95	92
% At or Above Exceeds State Standards*	65	51	60	56	45
Number of students tested	78	98	93	114	108
4. Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--
5. Black Non Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- insufficient count to qualify as a subgroup that year

STATE CRITERION-REFERENCED TESTS

Subject__Science____ Grade___4___ Test _Illinois Standards Achievement Test

Testing Month	2004-05	2003-04	2002-03	2001-02	2000-01
School Scores					
% At or Above Meets State Standards*	88	84	82	87	92
% At or Above Exceeds State Standards*	25	20	26	20	17
Number of students tested	111	115	103	123	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards*	50	--	--	--	--
% At or Above Exceeds State Standards*	0	--	--	--	--
Number of students tested	12	--	--	--	--
2. IEP					
% At or Above Meets State Standards*	74	50	47	53	80
% At or Above Exceeds State Standards*	4	6	12	0	5
Number of students tested	23	16	17	17	20
3. White Non Hispanic					
% At or Above Meets State Standards*	91	93	87	89	92
% At or Above Exceeds State Standards*	27	23	28	23	17
Number of students tested	97	93	108	106	130
4. Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--
5. Black Non Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- insufficient count to qualify as a subgroup that year

STATE CRITERION-REFERENCED TESTS

Subject__Reading_____ Grade___5___ Test _Illinois Standards Achievement Test

Testing Month	2004-05	2003-04	2002-03	2001-02	2000-01
School Scores					
% At or Above Meets State Standards*	90	89	78	83	81
% At or Above Exceeds State Standards*	40	53	43	47	45
Number of students tested	106	123	121	135	110
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards*	--	--	50	--	--
% At or Above Exceeds State Standards*	--	--	0	--	--
Number of students tested	--	--	10	--	--
2. IEP					
% At or Above Meets State Standards*	--	40	42	41	--
% At or Above Exceeds State Standards*	--	7	16	14	--
Number of students tested	--	15	19	22	--
3. White Non Hispanic					
% At or Above Meets State Standards*	92	93	81	85	84
% At or Above Exceeds State Standards*	42	56	46	47	46
Number of students tested	90	109	103	120	103
4. Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--
5. Black Non Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- insufficient count to qualify as a subgroup that year

STATE CRITERION-REFERENCED TESTS

Subject__Mathematics____ Grade___5___ Test _Illinois Standards Achievement Test

Testing Month	2004-05	2003-04	2002-03	2001-02	2000-01
School Scores					
% At or Above Meets State Standards*	96	93	89	87	91
% At or Above Exceeds State Standards*	36	32	27	24	10
Number of students tested	106	124	122	135	110
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards*	--	--	73	--	--
% At or Above Exceeds State Standards*	--	--	0	--	--
Number of students tested	--	--	11	--	--
2. IEP					
% At or Above Meets State Standards*	--	67	63	55	--
% At or Above Exceeds State Standards*	--	7	5	5	--
Number of students tested	--	15	19	22	--
3. White Non Hispanic					
% At or Above Meets State Standards*	100	96	88	87	92
% At or Above Exceeds State Standards*	38	34	29	24	11
Number of students tested	90	110	103	120	103
4. Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--
5. Black Non Hispanic					
% At or Above Meets State Standards*	--	--	--	--	--
% At or Above Exceeds State Standards*	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- insufficient count to qualify as a subgroup that year